

PH 575 Program Planning in Public Health Practice
Course Syllabus and Schedule
Fall 2024

Instructor

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Office Hours: Via Weekly Meeting and by Appointment

Course Description

Methods of assessing population needs, assets and capacities that affect communities' health and translating findings into designing a population-based program, project, or intervention.

Learning Outcomes

By the end of this course, students will be able to:

- Describe policies and practices related to the role of community health needs assessments in public health practice.
- Synthesize public health evidence to develop a comprehensive community health needs assessment for a specified geographic area of the US.
- Prepare a community health needs assessment document and presentation for diverse audiences.
- Describe the role of logic models in public health program planning.
- Develop a comprehensive plan for a public health program.

MPH Foundational Competency Assessment

This course adheres to required knowledge areas and competencies associated with the WKU MPH program's accreditation by the Council on Education for Public Health. Below is a description of these areas and how they will be assessed in this course.

MPH Foundational Competency: Assess population needs, assets, and capacities that affect communities' health. **Assessment Method:** Students will prepare a written community health needs assessment for a specified community in the United States.

MPH Foundational Competency: Design a population-based policy, program, project, or intervention. **Assessment Method:** Students will prepare a written plan for a public health intervention.

MPH Foundational Competency: Explain basic principles and tools of budget and resource management. **Assessment Method:** Students will prepare a budget and summary of other resources and a written plan for the management of such resources.

MPH Foundational Competency: Describe the importance of cultural competence in communicating public health content. **Assessment Method:** Students will present their CHNA in an oral and written format and will provide a detailed assessment of the extent to which each is adherent to standards of practice related to cultural competence in the delivery of the CHNA content

Required Textbooks (Provided by instructor inside Blackboard)

1. Glanz, K., Rimer, B. K., & Viswanath, K. (Ed.) (2008). Health Behavior: Theory, Research and Practice. San Francisco, CA: John Wiley & Sons, Inc.
2. Rimer, B. K., Glanz, K., National Cancer Institute. (2005). Theory at a Glance: a Guide For Health Promotion Practice. Bethesda, MD: US Department of Health and Human Services.

Multiple other required readings and other media will be made available by the instructor via the course website.

Course Assignments

There are 315 total points available in this class, with points assigned according to the following required assignments. An in-depth description of each required assignment will be provided during class.

Introductory Assignment

Selection of Geographic Area for CHNA. 15 points

Major Assignments

- A. Community Health Needs Assessment. 100 points (MPH Foundational Competency)
- B. Logic Model Sections I – IV. 100 points. (25 points each). (MPH Foundational Competency).
- C. Final Program Plan. 100 points (MPH Foundational Competency).

Grading Scale

The table below provides the minimum points required for each grade possible. The instructor reserves the right to use +/- designations based on individual student performance and effort.

Grade	% of Total Points Attained
(A-) to (A)	90-100
(B-) to (B)	80-89
(C-) to (C)	70 – 79
(D-) to (D)	60 - 69
F	Below 60

Late Assignment Policy

Due to the nature of the assignments and the pace of the course schedule, we have assigned due dates. It is very important that you submit all of your assignments on a timely basis. To maintain fairness to all students the following policies will be implemented regarding late assignments.

During this class, any assignment received after the deadline, but within two days of the original due date, will receive an automatic 25% point deduction prior to being graded. Any late assignment that is not received within two days of the original due date and time will not be accepted and will result in a grade of zero. As assignments are due on Sunday, for example, any assignment not received by 11:59 on the subsequent Tuesday will result in a grade of zero.

Challenges with Completing Course Assignments

Only university-recognized mitigating circumstances such as a death in the immediate family or serious illness (for which documentation may be required) may be used to request an extension without penalty. If life has interfered, and despite your planning you cannot do an assignment justice, consult with the instructor in advance of the due date.

Technical Submission Difficulties. Occasional technical difficulties are common when we depend so wholly on technology. Therefore, it is important not to wait until the very last moment to submit assignments. You should keep copies of your work and check to make sure submissions show up on Blackboard. When you turn in an assignment, make sure that it has appeared ready for grading in Blackboard. If you have planned ahead and it is not there, you will have time to troubleshoot and/or notify your instructor. If you wait until you notice there is a zero in the grade book, it will be too late to remedy the situation.

Finally, **please do not just disappear.** Keep your instructor posted on any difficulties you encounter.

Communicating with the Instructor

If you contact the instructor with a question, you can expect to receive a response within 48 hours as long as your email is received by Friday at 5 p.m. Eastern. Note that any contact received by the instructor after 5 p.m. Eastern on a Friday is likely to receive a response on Monday of the subsequent week.

Academic Honesty

Students are required to comply with all policies and standards of Western Kentucky University related to academic honesty and other aspects of student conduct.

ADA ACCOMMODATION

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

PREGNANT AND PARENTING STUDENTS

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations. If you are a WKU student and believe that you have experienced an incident(s) of discrimination or

harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

TITLE IX/ DISCRIMINATION & HARASSMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

PH 575 Program Planning in Public Health Practice Course Schedule Fall 2024

Course Week	Topic	Readings	Due
Week One: August 19-25	Course Introduction	Course Syllabus and Assigned Readings	
Week Two: August 26-September 2	Introduction to Community Health Assessment and Program Planning	Assigned Readings	Community Identification Due September 2
Week Three: September 3-8	Community Health Needs Assessments in Public Health	Assigned Readings	
Week Four: September 9-15	Evidence-Based Decision Making, Social Assessment, Epidemiologic Assessment	Assigned Readings	
Week Five: September 16-22	Individual CHNA Review Meetings		CHNA Due September 22
Week Six: September 23-29	CHNA Presentations		
Week Seven: September 30-October 6	Logic Models for Public Health Program Planning and PRECEDE-PROCEED	Assigned Readings	Logic Model I: QOL and Epidemiologic Priority Due October 6
Week Eight: October 7-13	Behavioral and Environmental Assessment	Assigned Readings	
Week Nine: October 14-20	Measurable Behaviors and Review of Theoretical Determinants	Assigned Readings	
Week Ten: October 21-27	Using Evidence for Program Strategies; Educational and Ecological Assessment	Assigned Readings	Logic Model II: Behaviors and Determinants Due October 27
Week Eleven: October 28-November 3	Administrative and Policy Assessment; Program Implementation	Assigned Readings	
Week Twelve: November 4-10	Program Resource Management & Budget Development	Assigned Readings	Logic Model III: Program Activities and Strategies Due November 10
Week Thirteen: November 11-17	Program Implementation	Assigned Readings	Logic Model IV: Policy and Administrative Inputs Due November 17
Week Fourteen: November 18-24	THANKSGIVING DAY		
Week Fifteen: November 25-December 1	Program Evaluation Considerations	Assigned Readings	
Week Sixteen: December 2-December 5	Review of Final Program Plans	None	Final Program Plan Due December 5